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ABSTRACT

Oakland University's Adult Career Counseling Center (ACCC) has provided computer-assisted career guidance and career counseling services to more than 8,500 adults since it was opened in fall 1982. During its 1993-94 operating year, the ACCC provided services to 423 females and 133 males, 87.8% of whom were white, 75.6% of whom were between the ages of 20 and 49, 50.9% of whom hold bachelor's degrees, and 41.0% of whom were employed full time. The ACCC relocated from two large rooms to four private offices and a reception area and continued to conduct activities consistent with the following program goals: provide services career exploration and planning opportunities to community adults at no charge; train faculty, staff, and students in using career guidance practices for adults; and support research efforts to improve understanding of the career development sphere and ultimately promote better career guidance. The ACCC gave community members access to following computer-based career information and guidance systems: DISCOVER for Colleges and Adults, System of Interactive Guidance and Information Plus (SIGI PLUS), and Michigan Occupational Information System (MOIS). (Twelve graphs are included. Appended are a report on Pontiac Adult Career Counseling Center and information on auxiliary grant-supported services.) (MN)

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ADULT CAREER COUNSELING CENTER

ELEVENTH ANNUAL REPORT

SEPTEMBER 1993 - JUNE 1994

Computer Assisted Career Guidance Systems and Career Counseling Services

Adult Career Counseling Center
Dr. Howard Splete, *Director*

Coordinators:

Jeff Davis
Katherine Hoffman
Jennifer Quayhackx
Amy Waldron

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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ADULT CAREER COUNSELING CENTER

ELEVENTH ANNUAL REPORT

September 1993 - June 1994

Computer-Assisted Career Guidance Systems
and
Career Counseling Services

Oakland University
Rochester, Michigan

Dr. Howard Splete
Director, Adult Career Counseling Center

Edited by:
Katherine Hoffman
Graduate Assistant, Adult Career Counseling Center

ACKNOWLEDGMENTS

Administrators at Oakland University have been very supportive during the inception, development and continuing implementation of the computer-assisted career guidance services provided at the Adult Career Counseling Center. Special recognition is given to President Sandra Packard and Dean Gerald Pine for their encouragement and support.

The Oakland University Adult Career Counseling Advisory Committee has been highly supportive in the development of the ACCC and its programs. Members of this committee during the past year were Anne Jackson, Patrick Bennett, Jean Williams, Judy Hoppin, Pamela Marin, Robert Payne, Karen Pagenette, Robert Thomas, and William Headly. The committee's involvement and suggestions have been and continue to be most helpful.

The supportive efforts of the Counseling Department faculty and staff have greatly aided the ACCC program. We acknowledge the support of Dr. Robert Brown, Counseling Department Chair, and Jean Williams, Practicum Counseling Center Coordinator.

Excellent work was done by the ACCC counselors, Jeff Davis, Katherine Hoffman, Jennifer Quayhackx, and Amy Waldron.

Additionally, thanks to Ken Gould and the OTUS staff of the Oakland University Computer Center who provided continued support and technical assistance. We also acknowledge the excellent budget coordination provided by Vicki Hunt of the SEHS Dean's office.

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I. HISTORY OF THE DEVELOPMENT OF THE ADULT CAREER COUNSELING CENTER & COMPUTER-ASSISTED CAREER GUIDANCE PROGRAMS AT OAKLAND UNIVERSITY

1993-1994 marked the eleventh year of service by the Adult Career Counseling Center. Over these eleven years, we have served more than 8,500 adults. The center has benefited greatly from the suggestions and support of Gerald Pine, Dean of the School of Education and Human Services at Oakland University. His concept of the center as being a place for service, training, and research was transformed into our productive center.

The impetus for these programs of public service came from Oakland University's President, Joseph Champagne, in the spring of 1982. Financial support was provided by a portion of a state line item allocation for the broad purpose of promoting economic development and re-training unemployed workers in this geographic area.

Under the direction of Provost Keith Kleckner, a university-wide committee was established to review possible computer-assisted career guidance systems and related counseling programs that could be used to aid adults in this area. Upon recommendation of this committee, the university purchased five Discover II computer-assisted guidance systems and one SIGI (System of Interactive Guidance and Information) computer-assisted guidance system in the summer of 1982.

Two systems (Discover II and SIGI) were assigned to the Office of Academic Advising and General Studies to aid adults of this geographic area who were looking for assistance in reviewing educational and training possibilities. Four Discover II systems were allocated to the School of Education and Human Services to be utilized by the Counseling Area and the Continuum Center in providing services to the adult population in this area.

During the fall of 1982, the committee members -- Tom Atkinson (Provost's Office), Elaine Chapman-Moore (Student Services), Robert Fink (Psychology Clinic), Jane Goodman (Continuum Center), Ronald Kevern (Placement Office), Pamela Marin (Office of the President), David Meyer (Human Resources and Development Area) and Howard Splete (Counseling Department, and Committee Chair) planned for the implementation of these programs and the coordination of career counseling and information services across the campus.

With the support of Gerald Pine, Dean of the School of Education and Human Services, the Adult Career Counseling Center (ACCC) was established in room 147 of O'Dowd Hall. After the first computers were programmed, in-service training was provided for 135 persons, including interested faculty, staff, and student assistants.

In 1985, a new computer-assisted guidance system, DISCOVER for Adult Learners, was added to meet the particular needs of adults in transition.

In 1986 a second DISCOVER for Adult Learners replaced our DISCOVER II system because its use was more appropriate for ACCC clients.

In 1987, a new software program, SIGI PLUS, was added to provide another approach to career exploration for ACCC clients. The SIGI program used at the Office of Academic Advising and General Studies was upgraded to the newer SIGI PLUS version. Also, a computer-assisted version of the Michigan Occupational Information System (MOIS) was obtained as an additional resource for ACCC clients seeking more local information.

In 1989, we added two new software resources -- OPTIM (Occupational Projections and Training Information for Michigan) and the Resume Kit.

After a year of planning, in 1990, we expanded our services to the Pontiac community through the establishment of the Pontiac Adult Career Counseling Center (PACCC). This center was developed in collaboration with Oakland Community College and is staffed by Oakland University and Oakland Community College counselors. The center opened on February 25, 1991, and by June 14, 92 clients had received 256 hours of career counseling services. During the second year of operation, 1991-92, the PACCC provided services to 130 more persons.

During the past year,1993-1994, we were able to relocate the ACCC from two large rooms to four private offices and a reception area to provide more efficient services and privacy for clients. During this past year we have also continued our research efforts as indicated by the work done by Jeff Davis, Amy Waldron, and Michele Terbrueggen and described in the research section of the report.

Recommendations for ACCC improvement were provided by our staff and advisory board members and are located in section XII. These recommendations are listed on pg. 39.

II. MISSION OF THE ADULT CAREER COUNSELING CENTER

Goals of the ACCC are to:

1. Provide career exploration and planning opportunities to community adults at no charge.

2. Train faculty, staff, and students in the use of career guidance practices for adults.

3. Support research efforts in promoting effective career guidance practices for adults.

Objectives and Activities to Carry Out These Goals:

Goal 1: To provide career exploration and planning opportunities to community adults at no charge.

Objectives	Activities
A. To aid clients in self analysis relating to their interests, values, abilities and experiences.	Use of DISCOVER and SIGI PLUS
B. To provide job information pertaining to careers of interest, such as salary ranges and job growth rates nationally and/or in Michigan.	Use of DISCOVER, SIGI PLUS, MOIS, and OOH.
C. To aid clients in the process of taking the next step -- including school or training program selection, resume preparation, honing interviewing skills, and informational interviewing.	Provision of individual counseling sessions.

Goal 2: To train faculty, staff, and students in the use of career guidance practices for adults.

Objectives	Activities
A. To train faculty and staff	Through periodic in-service sessions.
B. To train students	Through experiential assignments in CNS 640 & 664 Graduate Counseling classes.
C. To train area counselors	Through in-service sessions.

Goal 3: To support research efforts for a better understanding of the career development process, thereby promoting better career guidance.

Objectives	Activities
A. To support Masters level research activities.	ACCC counselors conduct research at the center. CNS 560 and 660 projects are executed.
B. To support Doctoral research activities	Provide facilities and support to research.

III. DESCRIPTION OF THE ADULT CAREER COUNSELING CENTER

A. Services Provided

The Adult Career Counseling Center (ACCC) provides services for adults who are seeking guidance in reviewing their career possibilities. The ACCC provides career information, counseling, advice in resume preparation and interviewing skills, and referral information at no charge. Four graduate assistants, students in the Oakland University Master of Arts in Counseling Program, facilitate the ACCC services.

Two career guidance programs -- DISCOVER for Colleges and Adults and SIGI PLUS -- are available on micro-computers at the ACCC. These systems aid adults in learning how their interests, abilities, life experiences and work-related values are related to possible occupations and/or educational and training opportunities. The Michigan Occupational Information System (MOIS) is also available on micro-computer for clients seeking specific Michigan career information.

Additional appointments can be made with counselors through the Practicum Counseling Center by clients desiring more in-depth career or personal counseling. Referral information about other career counseling and training programs is also available.

Clients have access to printed resources at the ACCC, including course catalogs from educational institutions in Michigan, career information books (ie. Dictionary of Occupational Titles) and a wide range of practical books covering the processes involved in the career search (such as Knock Em Dead, The Damn Good Resume Guide, The Complete Job Search Handbook, etc.). A complete list of the resources available in the Center is

B. Counseling Process

The process used at the ACCC is as follows:

1. ACCC clients schedule two, two-hour appointments.
2. First the counselor gathers background data and conducts an intake interview to establish the client's purpose for using the center.
3. After clients are provided with an overview of the computer programs, they may use DISCOVER for Colleges and Adults, SIGI PLUS and/or MOIS, depending on their specific needs.
4. Assistance and explanation of computer results are provided by the coordinators.
5. At the completion of the client's second visit, the counselor conducts a short exit interview to help clients formulate their next step. Additional appointments may be scheduled for computer use, assessments, or resume preparation as appropriate. Referrals may be made to the Practicum Counseling Center or other university and community resources depending on the specific needs of the client.

IV. DESCRIPTION OF THE COMPUTER-ASSISTED CAREER GUIDANCE SYSTEMS

A. DISCOVER for Colleges and Adults

The Adult Career Counseling Center offered the 1993 version of DISCOVER for Colleges and Adults, a computer-based career planning and information system. This system is a carefully designed career planning program that provides clients with information about themselves, occupations, schools and programs of study to aid in mature decision-making. Clients benefit most when using DISCOVER for Colleges and Adults in conjunction with counselor assistance.

There are two ways to use DISCOVER for Colleges and Adults: the "information only" approach or the "guidance plus information" approach. The "guidance plus information" approach is a comprehensive, integrated career planning process that can be learned and used many times in one's lifetime, while the "information only" approach allows the client to bypass the guidance features of the program and quickly obtain specific information about occupations or educational programs. With the "guidance plus" approach, a "user record" is created as the client progresses through the nine modules. A paper copy of the text on the computer screen can be printed at any time. The nine "guidance plus" modules are described below.

Module 1: BEGINNING THE CAREER JOURNEY

- Begin exploration
- Determine knowledge of career planning process
- Receive suggestions on which modules to use

Module 2: LEARNING ABOUT THE WORLD OF WORK

- Explore the World-of-work map featuring 13,000 occupations
- Browse programs of study and occupations by categories

Module 3: LEARNING ABOUT YOURSELF

- Increase self-understanding by completing inventories of interests, abilities, experiences and values

Module 4: FINDING OCCUPATIONS

- Choose a realistic educational level
- Get a list of occupations by completing inventory (s)
- Get a list by choosing from eight job characteristics
- Ask about specific occupations not listed on prior lists

Module 5: LEARNING ABOUT OCCUPATIONS

- Choose occupations to review
- Have computer shorten occupational list
- Get detailed information on 10-15 topics concerning each job

Module 6: MAKING EDUCATIONAL CHOICES

- Identify paths of training
- Identify programs of study

Module 7: PLANNING NEXT STEPS

- Find detailed information about vocational schools, two and four year colleges, graduate schools and military programs
- Identify sources of financial aid
- Learn job seeking skills: create a resume, cover letter and job application

Module 8: PLANNING YOUR CAREER

- Look at present life roles
- Decide how these life roles may change in the future
- Plan action steps toward your future career

Module 9: MAKING TRANSITIONS

- Understand the nature and impact of transitions
- Learn to weather a transition with minimal stress

B. SYSTEM OF INTERACTIVE GUIDANCE AND INFORMATION PLUS (SIGI PLUS)

SIGI PLUS is an advanced career guidance system, which covers major aspects of career decision-making and planning. It is a system composed of eight separate but interrelated sections. In the 1993 version, a "user record" was included and job outlook information was updated for all occupations. The program contains the following sections:

1. SELF-ASSESSMENT: FIND OUT MORE ABOUT YOURSELF

   - Look at work-related VALUES and decide what is most important for you
   - Choose the main INTEREST field you want to use at work
   - Look at various ACTIVITIES and decide which ones you like and can do well

2. SEARCH: MAKE A LIST OF OCCUPATIONS TO EXPLORE

   - Choose features you want in your work
   - Choose features you want to avoid in your work
   - Generate a list of occupations

3. INFORMATION: GET FACTS ON OCCUPATIONS

   - Ask specific questions about occupations, including:
     - What skills each occupation requires
     - Possibilities for advancement in the field
     - The income potential
     - The national employment outlook in the field
     - Educational requirements

4. SKILLS: SEE WHAT SKILLS EACH OCCUPATION DEMANDS

   - See which specific skills are required
   - Rate yourself on these skills
   - See how job skills are applied in chosen fields

5. PREPARING: SEE HOW TO PREPARE FOR EACH OCCUPATION
   - See typical paths to any occupation
   - See typical training or education needed
   - Consider four important factors related to preparing
   - Estimate your likelihood of completing preparation

6. COPING: GET HELP WITH PRACTICAL PROBLEMS

- Explore if you can do what is required
- Get suggestions about how to handle worries common to adults

7. DECIDING: DECIDE WHICH OCCUPATION IS YOUR BEST CHOICE

- Ask questions about three occupations at a time.
  - What are the rewards?
  - What are my chances?

8. NEXT STEPS: MAKE PLANS TO GET YOURSELF STARTED

- Start moving toward your career goals by planning short term strategies such as
  - Getting more education or training
  - Developing new skills
  - Overcoming obstacles

C. MICHIGAN OCCUPATIONAL INFORMATION SYSTEM (MOIS)

MOIS is an up-to-date and easy-to-use system of occupational and educational information specifically for the state of Michigan.

Individuals who may benefit from MOIS include

- Those wanting detailed information on occupations and training in Michigan
- Persons undecided about their future
- Homemakers re-entering the work force

Using MOIS:

1. Clients with a specific occupation in mind are directed to the individual "MOISCRIPTS" or job descriptions. MOISCRIPTS are specific for the state of Michigan and cover the following:
   - Specific Job duties
   - Working conditions
   - Methods of occupational entry
   - Salaries and wages
   - Employment outlook and educational facilities by geographical region
   - Educational requirements
   - Tips for finding more information

Information is also provided on EDUCATION and TRAINING that may be needed for the occupations selected.

2. A MOIS STRUCTURED SEARCH is also available. The search option will suggest occupations to undecided clients based on seven search areas:

   - Interests
   - Areas of work
   - Physical strengths
   - Physical capabilities
   - Working conditions
   - Education
   - Temperament

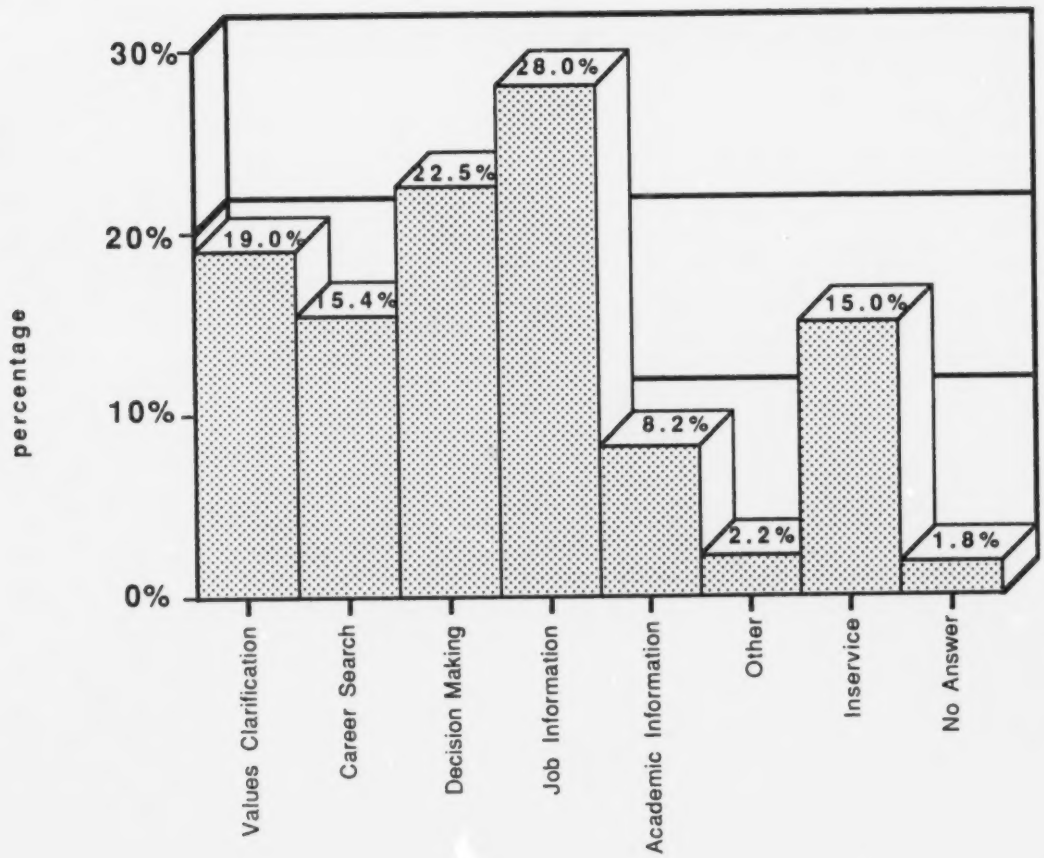
   The system evaluates client input and provides a list of job titles. Clients may explore the MOISCRIPTS for the occupations in which they are most interested.

V. CLIENT DEMOGRAPHICS

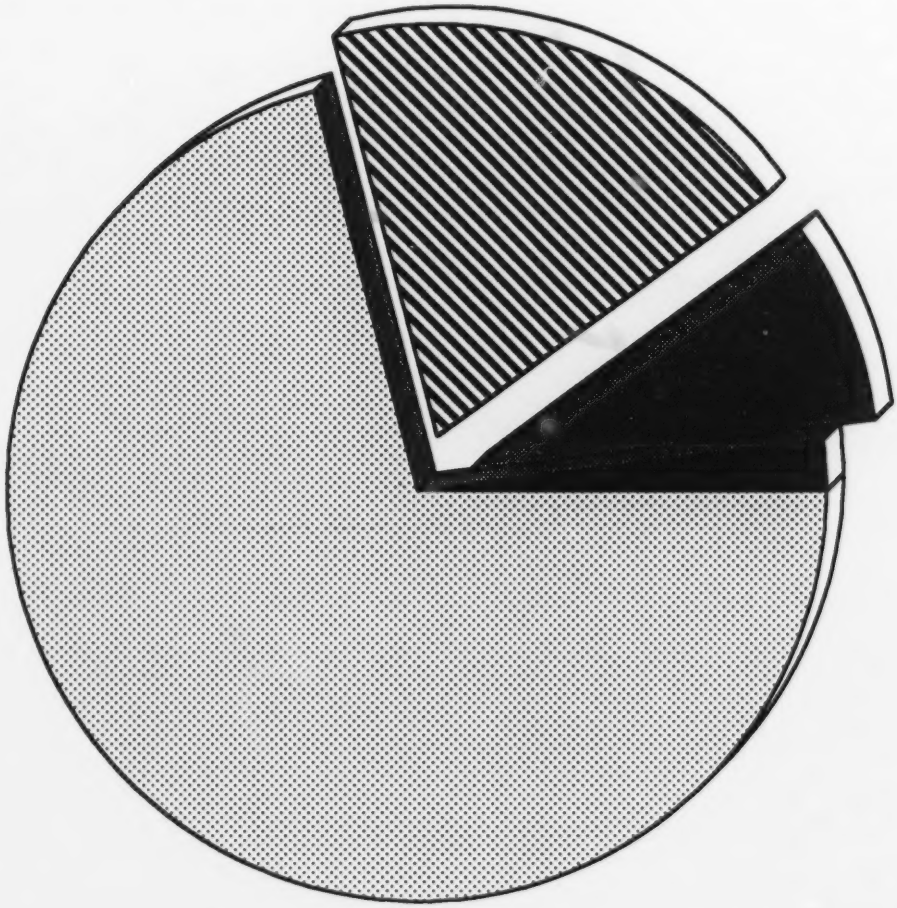
All new clients at the ACCC are asked to fill out a user questionnaire at the beginning of their first appointment. This questionnaire provides the counselor with a base from which to begin an intake interview and provides the Center demographic information about the client population. This demographic information is summarized and updated on a monthly basis between September and June.

Demographic information is tracked and calculated separately for males and females. However, for the purposes of this report, only the total figures will be provided on the following graphs . Separate information for both genders is available in the Center. The following graphs provide a percentage breakdown of the client population by: purpose for using the system, number of visits, referral source, gender, age, ethnic background, geographic distribution, education level, employment status, marital status, and personal and household annual income. Percentages that total above 100% indicate that clients gave more than one response to that particular question.

PURPOSE FOR USING THIS SYSTEM
by percentage



NUMBER OF VISITS
by percentage



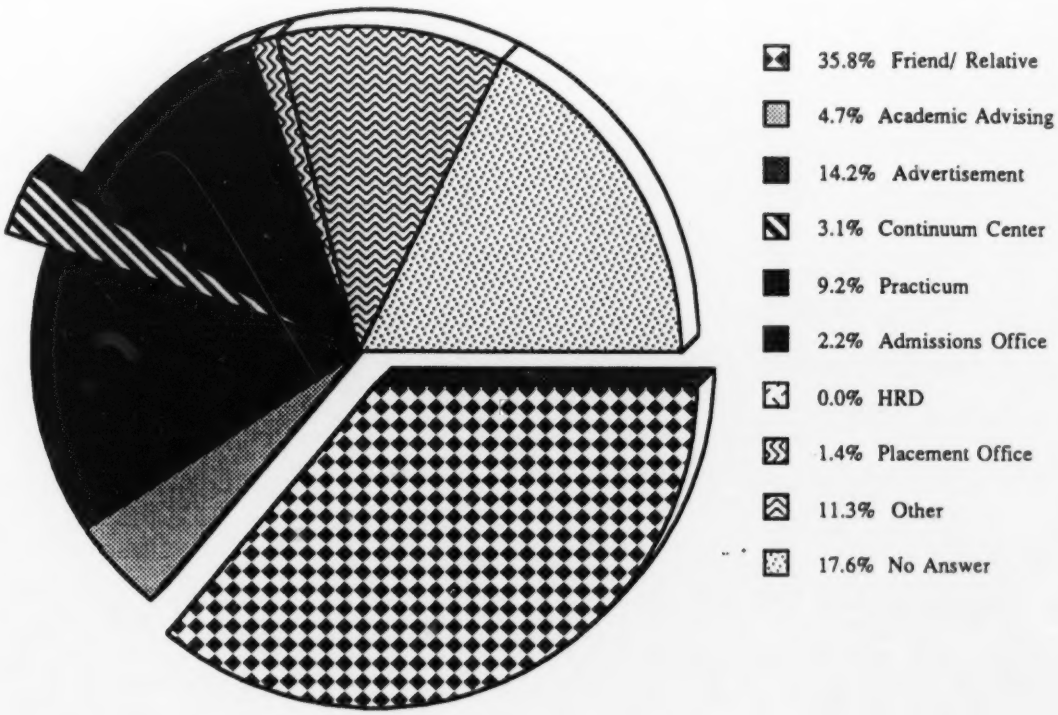
71.0% One Visit

19.0% Two Visits

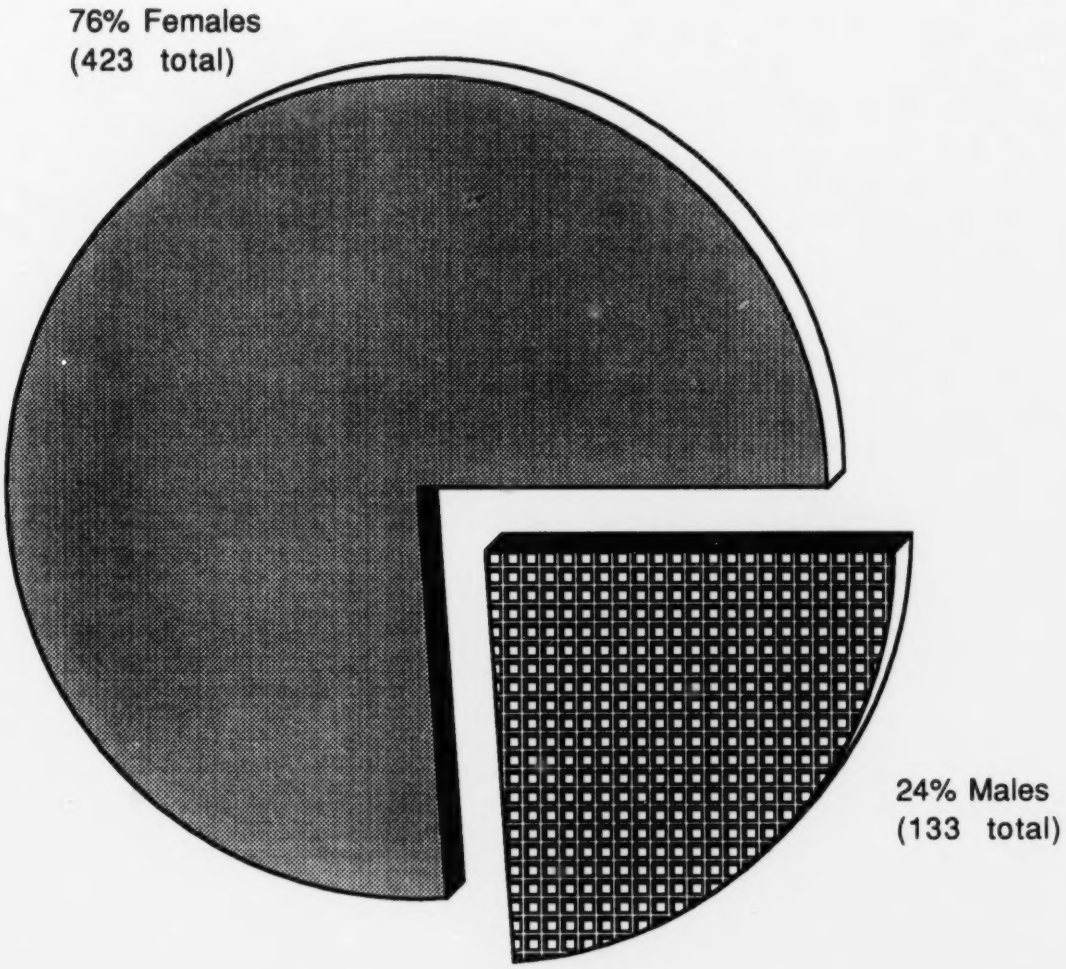
8.0% Three Visits

2.0% Four or more Visits

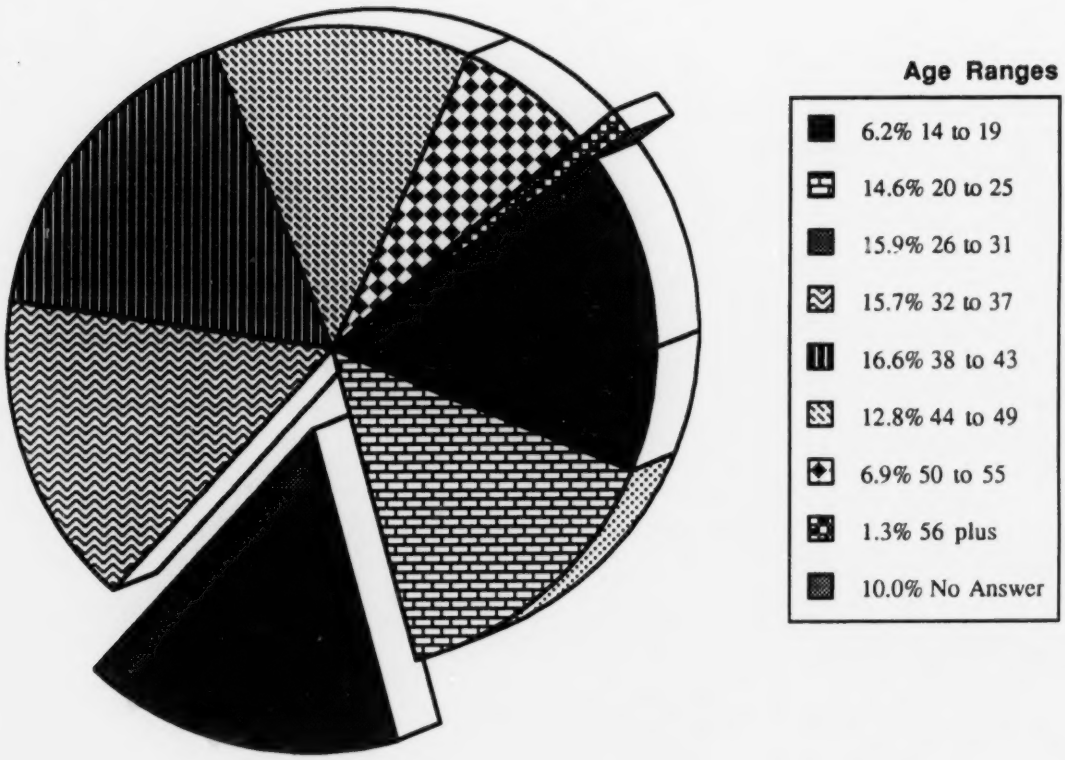
REFERRAL SOURCE
by percentage



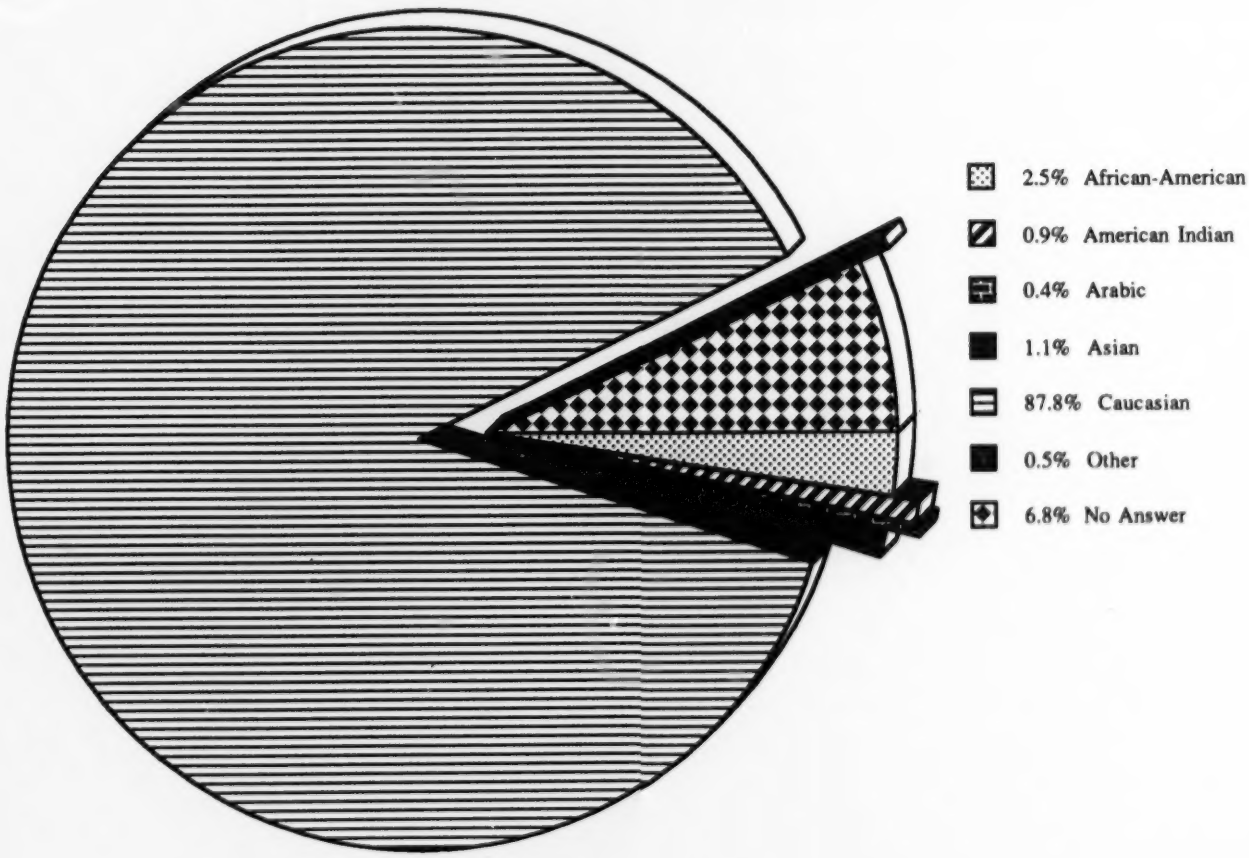
GENDER OF CLIENTS
by percentage



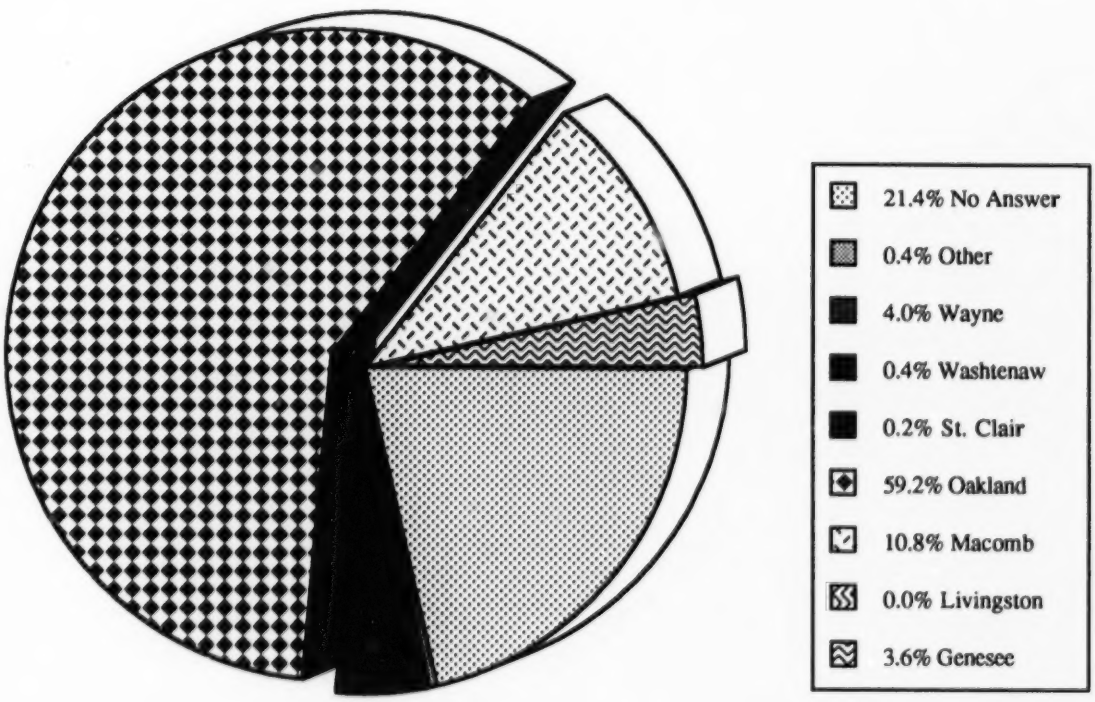
CLIENT AGE
by percentage



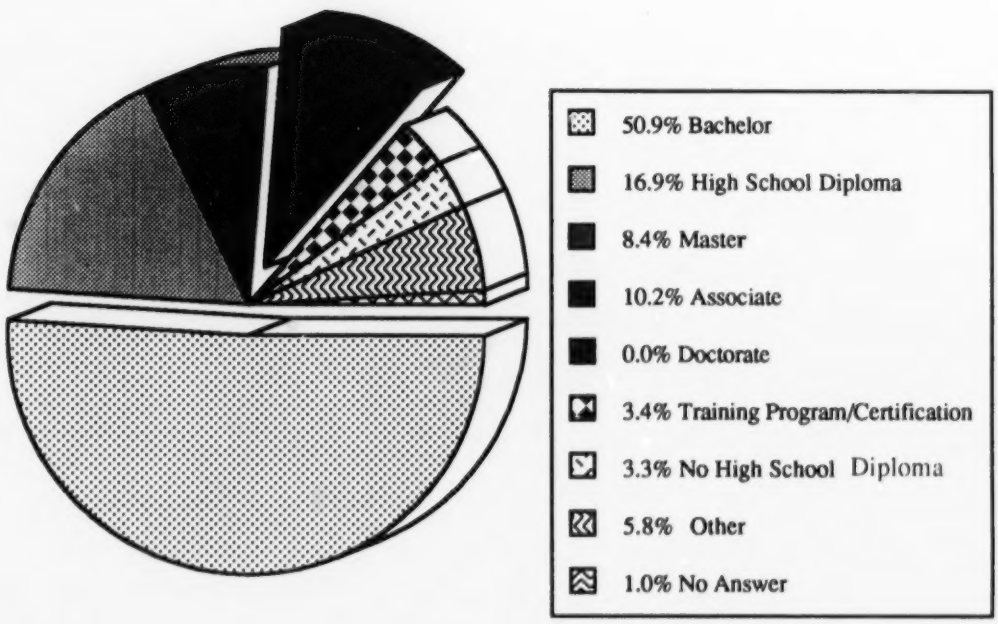
CLIENT ETHNIC BACKGROUND
by percentage



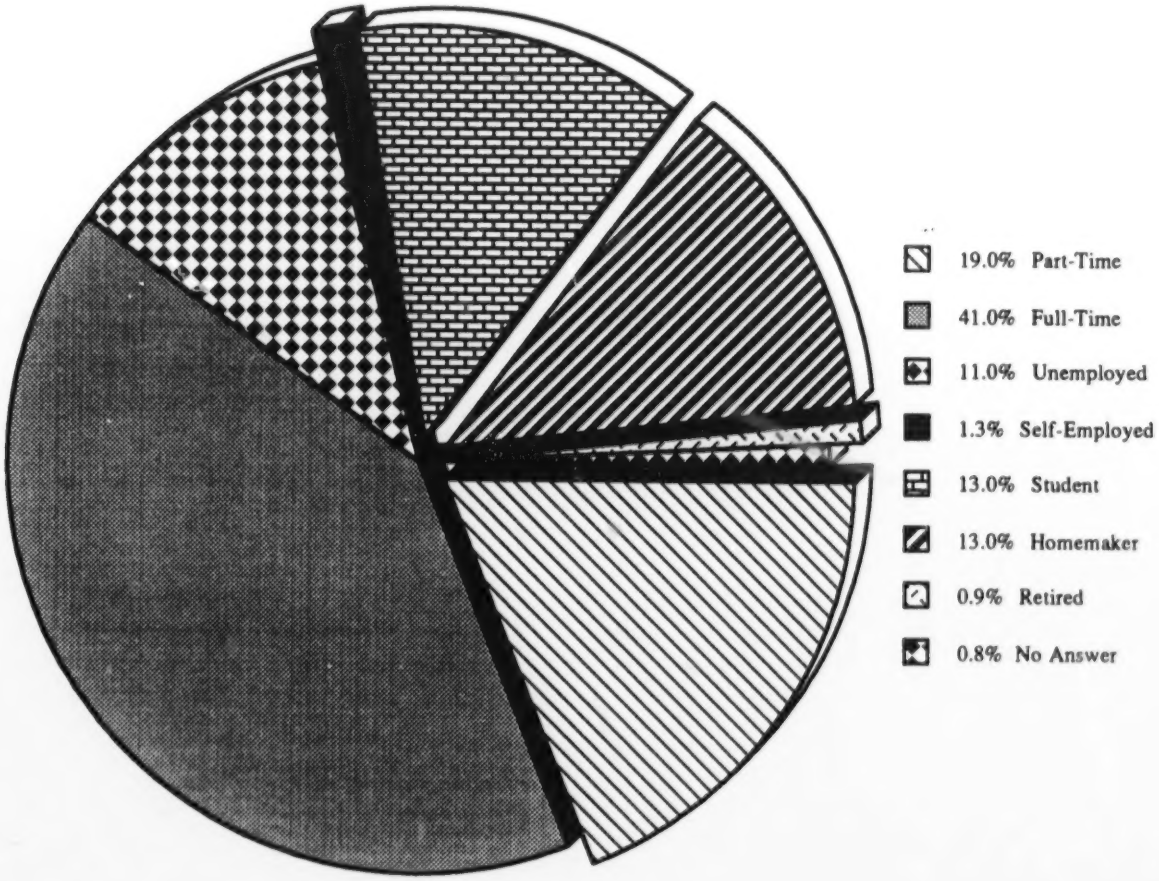
GEOGRAPHIC DISTRIBUTION OF CLIENTS BY COUNTY
by percentage



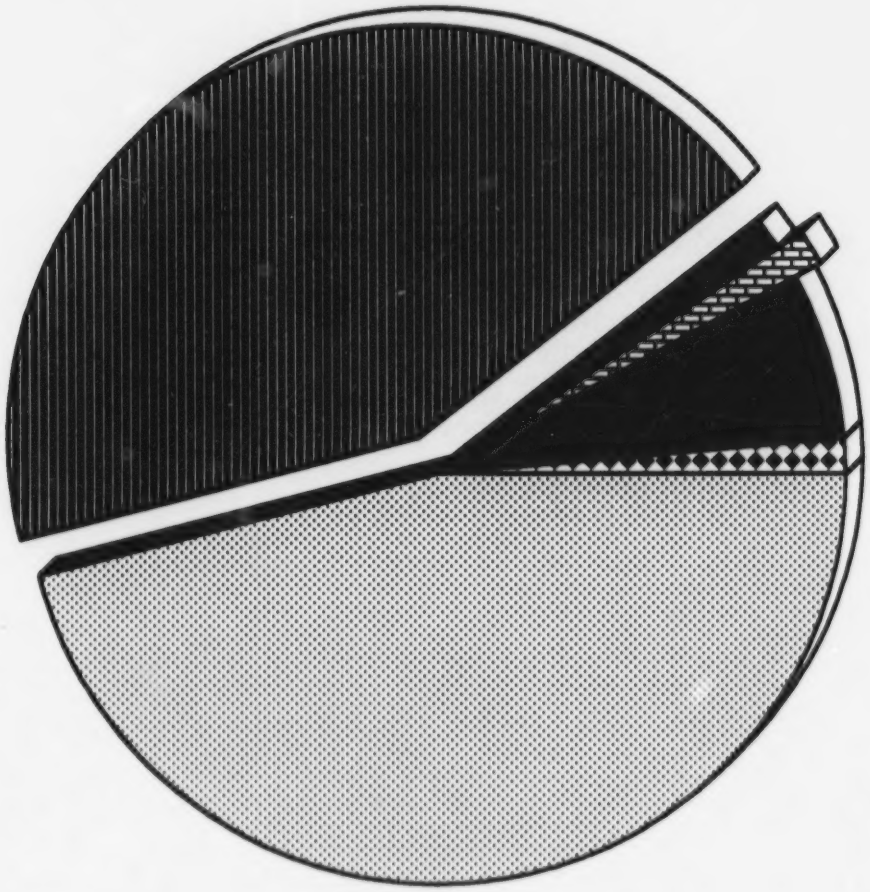
EDUCATION LEVEL
by Percentage



EMPLOYMENT STATUS OF CLIENTS
by percentage

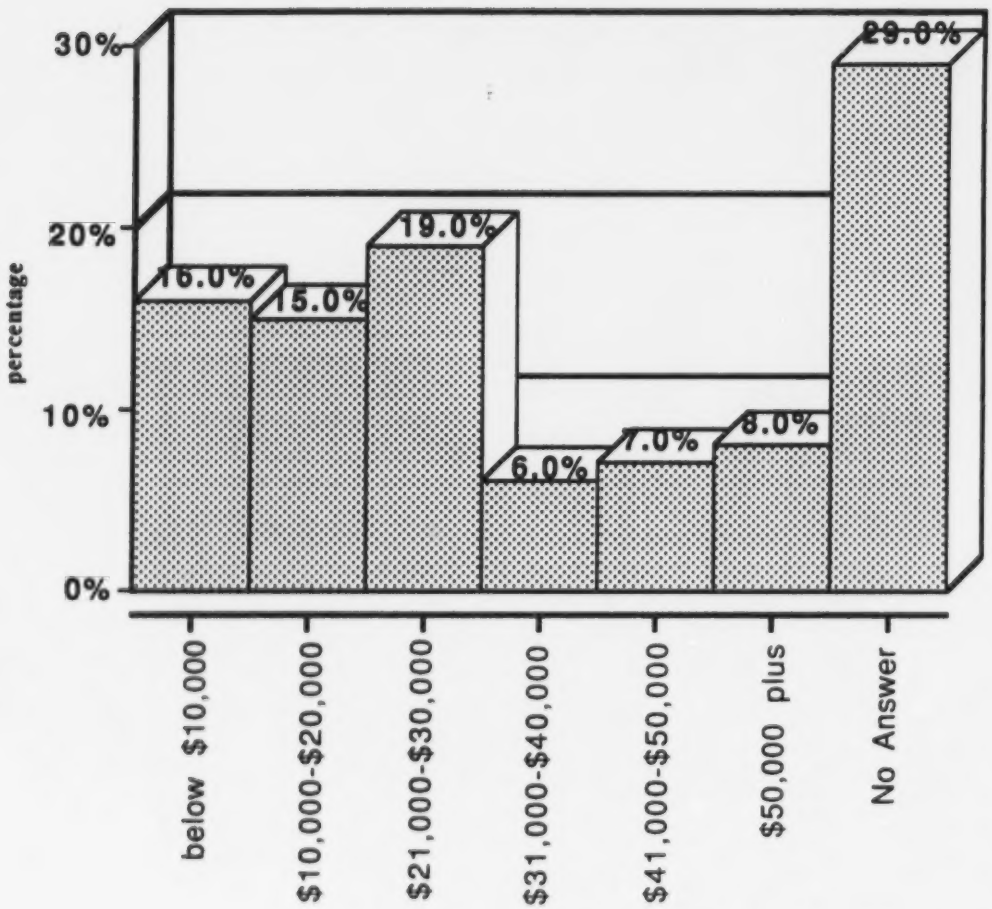


MARITAL STATUS OF CLIENTS
by percentage

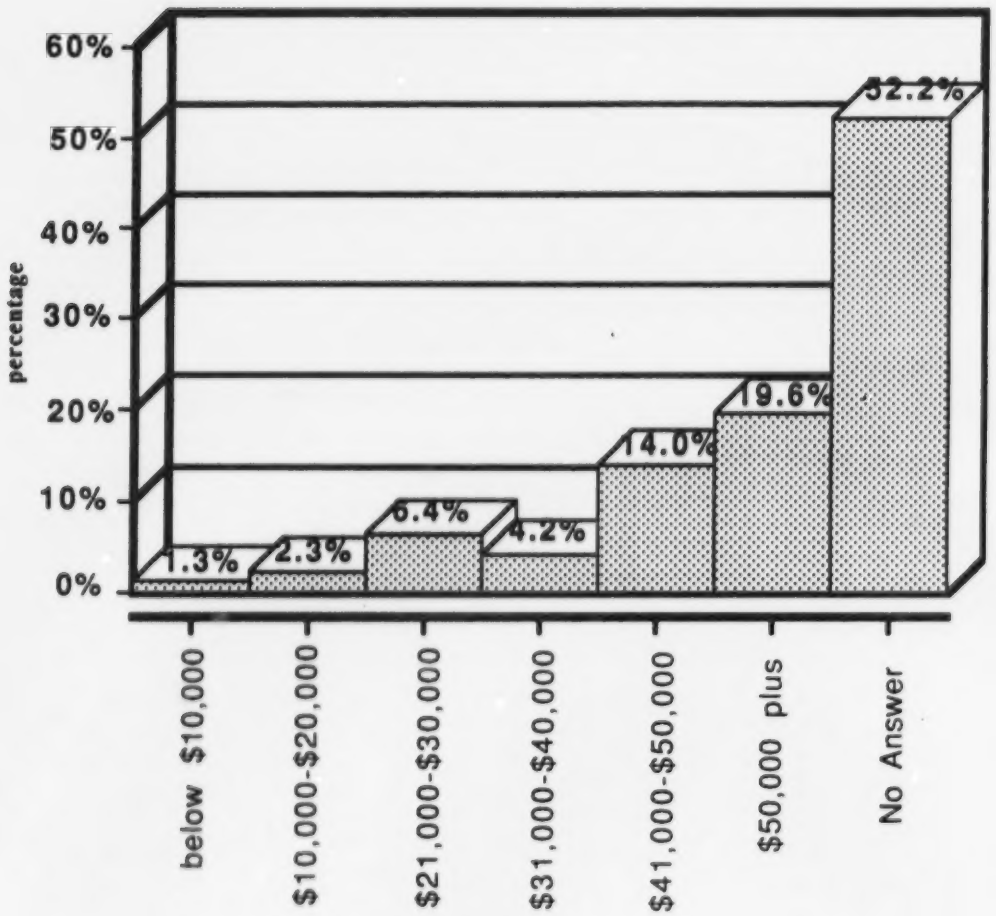


- 46.0% Single
- 43.5% Married
- 1.2% Widowed
- 1.4% Separated
- 6.5% Divorced
- 1.4% No Answer

PERSONAL YEARLY INCOME
by percentage



HOUSEHOLD YEARLY INCOME
by percentage



VI. ANALYSIS OF CLIENTS' RESPONSES TO ACCC

This analysis is based on our clients' responses to our exit form given to them each time after using our center. This gives us a chance to explore how our clients view the quality of our services , center , and staff, as well as insight into how we can improve our center and strategies for career counseling. The following information is based on 319 completed exit forms from November 1993 to June 1994.

1. 67% of the respondents found the computer information to be EXTREMELY HELPFUL, 31% of the respondents found it to be HELPFUL, and 2% said it was SOMEWHAT HELPFUL

2. 73% of the respondents rated the advice/ guidance obtained from the coordinator/counselor to be EXTREMELY HELPFUL, 26% said it was HELPFUL, and 1% said it was SOMEWHAT HELPFUL.

The form also asked what next steps clients planned to take after visiting the ACCC. The NEXT STEPS clients planned to take most frequently were:

1. More work on the computer
2. Talk further with a counselor
3. Obtain more education/training
4. Informational interviewing
5. Write for more information
6. Read more materials

Clients' input for suggestions for improvement at the ACCC were most frequently:

1. Move beyond career exploration
2. Have more resources
3. Have a job placement program

VII. TYPICAL CASE STUDIES

Of this year's 556 clients provided with aid, we chose the following case scenarios to provide a more personalized view of our services.

A. The client was an unemployed medical technician who was dissatisfied with his previous career because it wasn't stimulating enough for him and as a result 'felt stifled'. Through the use of Discover, SIGI Plus, MOIS, and talking with the coordinator, it became clear that he was more people-oriented than he had thought.

After several sessions, we concluded that since he had an eye for detail, good organizational skills, a medical background, and an interest in working with people, a short-range goal of working in medical records would suffice for the time being. In terms of long-range goals, becoming a librarian appealed to him greatly.

He planned to do some informational interviewing with librarians in various settings and to investigate the education needed to become one.

B. A client in her late twenties with an art history degree was working as a waitress after finishing college. She was unhappy with her current situation and wanted to use her educational background for a job. She was considering going on for more education.

Through our discussions and the use of Discover, it was clear that she wanted a highly creative job. Working in advertising appealed to her greatly. We explored these possibilities in depth and she planned to conduct some informational interviews regarding different avenues in advertising and to return to school for related course work.

C. A widowed client in her mid-60's had a major concern that her husband's retirement benefits were running out and she needed to find a part-time job which paid decently and was stimulating.

She said she wouldn't mind getting some education but getting a four year degree was not a viable option for her. She enjoyed computers even though she was a little frightened of them. Via Discover several jobs came up which were in tune with her interests, paid well, and involved only 3 months of computer training at low-cost training sites.

She was discouraged about her marketability because of her age. We explored the labor market's need for older part-time workers. We realized initially having health benefits from her husband's fund could make her more attractive to employers who wouldn't have to subsidize her. She made an appointment with three training sites and called two weeks later to inform us that she was entering a computer training program that had an active placement component.

VIII. PUBLIC RELATIONS

A. Highly Favorable Referral Rate Within the Community

The most rewarding aspect of public relations continues to be recommendations made from satisfied clients. This client referral system fits perfectly with the mission of the ACCC which is to provide voluntary career guidance for adults of southeastern Michigan.

B. Press Releases

Jim Llewellyn, Senior Editor and News Director for University Relations, sent out a number of press releases to local newspapers, radio stations and television networks. These releases generated a healthy number of clients throughout the year.

In addition, the information provided by the Oakland Press and its reporter, Diana Dillaber-Murray, about the ACCC and PACCC and their services informed potential clients about these Oakland University services.

Information was also distributed to various TV. cable companies in the tri-county area and was listed on the Oakland University TV. Bulletin Board.

C. Projects

1. Again this year the ACCC hosted its annual open house as part of November's National Career Development month. Several university personnel and interested community members attended.

2. Information about the ACCC and its services as well as computer printouts were sent to interested persons nationwide.

3. On December 14, 1993, four Milford high school teachers came to see the Discover program. They were impressed with the program, as well as our center, and were very thankful for us allowing them to be in-serviced.

4. In March, Jeff Davis in-serviced Linda Wilder, Director of Placement and Career Development Services at Detroit College of Business on both Discover and SIGI PLUS.

5. On Sunday March 13, 1994, Jeff Davis, Katherine Hoffman, and Jennifer Quayhackx spoke to a college bound youth group at St. Thomas Church in Troy. The presenters spoke on the changing work sphere for the twenty-first century as well as the importance of informational interviewing. They also answered many questions and alleviated much anxiety the teenagers had about college.

6. In March, Jeff Davis did a presentation of ACCC services and their applicability to adult education students at the Oakland County Adult Education Coordination's annual meeting.

7. In April, Jeff Davis and Amy Waldron did three presentations entitled " How to Choose A College Major" at Oakland County Adult Education's annual open house.

D. Conferences

The ACCC was represented by our director, Howard Splete, at the ACA conference in Minneapolis in April. In addition, the entire staff attended the Michigan Career Development Association Conference in April at the Hampton Inn in Troy. Here, Amy Waldron and Jeff Davis presented information on their research project which was sponsored by the ACCC.

In addition, various workshops were attended by ACCC staff to help us provide better services to our clients.

IX. IN-SERVICE TRAINING

This year the ACCC provided a number of in-service programs in addition to providing service to community adults. Students and members of the community were given opportunities to become familiar with the computer-assisted career guidance programs and other resources at the ACCC.

The following classes sent students for in-servicing at the ACCC during the 1993-94 academic year:

1. Graduate Counseling Class in Careers, CNS 640.
2. Graduate Practicum Counseling Class, CNS 664.

Overall, the ACCC was able to in-service 200 people from September 1993 through June 1994.

In June, the ACCC in-serviced the following persons:

1. Mike Fauss	Transportation Communications Union
2. Bill Bezdek	Chair of Sociology and Anthropology, *Oakland University*
3. David Bricker	Philosophy Department, *Oakland University*
4. Charles Mabee	Campus Minister, *Oakland University*
5. Geoff Brieger	Chemistry Department, *Oakland University*
6. Ronald Robbins	Pontiac Division, GMC

X. COORDINATION WITH PRACTICUM COUNSELING CENTER

The coordination and reciprocal cooperation between the Practicum Counseling Center (PCC) and the Adult Career Counseling Center (ACCC) has continued now for several years. The pairing has proved to be mutually beneficial. Clients who utilize the computer assisted career counseling at the ACCC and request further career exploration are given an option to continue by working with a PCC counselor. Typically, the client will continue for three to five sessions during which several assessments designed to aid in career discernment are administered and interpreted. These might included the Strong Interest Inventory, the Myers-Briggs Type Indicator, The Temperament and Values Inventory or The Career Assessment Inventory. In the course of the past year, some ACCC clients have chosen this option to continue counseling as clients in the PCC.

The more frequent route of clients through the two centers, however, is more heavily weighted in the opposite direction. Clients who come to the PCC seeking help with career planning are routinely cycled through the ACCC for exploration on one of the computer assisted career packages. The PCC counselor assists a client during the on-line work, acting as a coach and sounding board during the actual computer time. This frees the ACCC staff to continue to work with their clients.

Having access to the career center is an enormous asset to the PCC counselors, enriching the services they can deliver to their clients. At the same time, the services the ACCC can offer are enhanced by offering in-depth continuation of career options by a PCC counselor. Both centers profit immensely from the coordination of delivery of services to the public.

XI. RESEARCH

Since the Adult Career Counseling Center opened in 1982, student counselors and counseling faculty have done research in the field of career development in the ongoing Life Career Patterns Project. Included in this year's report is a list of recent, current, and ongoing research.

A. Recent Research

1. FACTORS AFFECTING A WOMAN'S CAREER DECISION MAKING

by: Kate Johnson, Chris Walsh, and Julie Yoder

A number of studies, which look at the factors that influence a woman's career decision-making process, have been made. The current study explored factors including level of interest, level of prestige, sex-type of an occupation, sex-role orientation of the client, and salary level. Adult females (n=63) seeking career counseling service at two career counseling centers participated by completing the Sandra Bem Inventory (BSRI), Discover for colleges and adults (a computer-assisted career guidance program), and a career decision-making sheet. Findings suggest that salary and interest level are the most important factors, regardless of the woman's sex-role orientation.

The hypotheses for this study were as follows:

1.There is a relationship between the sex-type of a woman's preferred occupation and her sex-role orientation. (Sex-role orientation refers to the tendency of individuals to perceive themselves as either masculine or feminine.) The sex-type of an occupation refers to the normative expectation concerning the appropriate gender of a job holder. (Krefting, Berger, & Wallace, 1978).

2. There is a relationship between the sex-type of a woman's preferred occupation and sex-role orientation when looking at her perception of the sex-type of the occupation vs. the actual sex-type of the occupation.

3. There is a relationship between a woman's perceived level of prestige of her preferred occupation and her sex-role orientation.

4. A woman's interest level and salary level are more important than sex-type and prestige level when selecting her preferred occupation.

In our first three hypotheses, we were investigating the influence a woman's sex-type may have on her choice of a preferred occupation. The fourth hypothesis was developed based on the researchers' experiences working with career clients. While Gottfredson (1981) thought that sex-type and prestige were more important than interests, the researchers predicted that women would value the factors of interest and salary levels as being more important than sex-type or prestige. According to the concept of the BSRI, a traditionally sex-typed person will be motivated to use the sex-typed definition of herself to guide her behavior. She will strive to keep her behavior consistent with the cultural definition of her sex-type (Bem, 1981). Therefore, a woman exhibiting predominately female personality characteristics would be inclined to choose a preferred occupation that society has accepted as being appropriate for women. A woman with strong masculine characteristics may feel more inclined to pursue a preferred occupation that might be dominated by men.

While several researchers (Gottfredson, 1981;& Bem, 1981a, 1981b) might expect a person's sex-type to be an important factor in a woman's career decision, our study did not appear to support this notion. Our results did not support our first three hypotheses. Based on the responses given by the participants on the career decision-making sheet, it appears that our fourth hypothesis may have some merit. The factors of interest and/or salary were seen as more important than sex-type or prestige when selecting their preferred occupation. These findings suggest that career counselors must encourage their female clients to develop, identify, and explore their interests and help them identify an acceptable salary range.

B. Current Research (1993-94)

1. **SEX ROLE ORIENTATION AND OCCUPATIONAL SELF-EFFICACY OF ADULT WOMEN**

by: Amy Waldron and Jeff Davis

Our research was initiated to expand the previous research done at the ACCC concerning the factors affecting women's career decision-making. It examines the relationship between women's sex role orientation and her perceived occupational self-efficacy in a variety of careers.

We utilized part of a theoretical model proposed by Gail Hackett and Nancy Betz (1981) in the research. Their theory states that women have lower career-related self-efficacy than men because women's sex role socialization limits their ability to make use of the four sources of self-efficacy. These four sources are: performance accomplishments, vicarious experiences, verbal persuasion, and emotional arousal.

Previous research looking at gender differences in career-related self-efficacy expectations have produced inconclusive results. Past studies have only used biology (man vs. woman) to study the differences which Hackett and Betz postulate are due to socialization differences. Therefore, we examined sex role orientation as a mediating variable between gender and levels of career-related self-efficacy.The instrument used to measure sex role orientation or sex role socialization was the Bem Sex Role Inventory developed by Sandra Bem. The other instrument used to determine levels of self-efficacy in traditional and non-traditional occupations was the Career Attitude Scale developed by Rhonda Bonet and Sue Stickel.

Our hypothesis states that there are significant differences between women with different sex role orientations (masculine, feminine, androgynous, undifferentiated) with respect to their self-efficacy in traditional and non-traditional occupations.

Although our hypothesis was not supported by the results, we did find significant results between the sex-role orientation groups. By statistically collapsing the sex role orientation groups according to high feminine vs. low feminine sex role orientation, we found that women with a high feminine sex role score had significantly higher self-efficacy scores in traditional occupations compared to low feminine scorers.Therefore, based on these results, women with a high feminine sex role orientation feel more efficacious or confident in traditional occupations (where 75% are held by women).

Our research contributes to the career population, namely, adult women between ages of 19 and 65. Further research using a random sample as well as a larger sample size could provide significant results of the original hypothesis. This study suggests to career counselors that female clients should be assisted in increased self awareness so as to refrain from limiting themselves to traditional occupations.

2. SURVEY OF UNIVERSITY-SUPPORTED COMMUNITY CAREER COUNSELING PROGRAMS IN MICHIGAN

by: Michele Terbrueggen and Jeff Davis

We surveyed over 75 universities/community colleges to discover what career counseling services they provided to community adults. We obtained 52 responses, a 70% response rate. We asked them questions like: (1) Does your school have a career counseling center? (2) Do you offer these services to community adults, to students? (3) How are you funded? (4) What is the demographic profile of your average client? (5) How do you measure the effectiveness of your center? and (6) What assessment tools, techniques, and resources do you use?

We discovered that our center, the ACCC of Oakland University, is the only career counseling center in Michigan supported by an institution of higher education that *exclusively* serves community clients. In fact, based on other research we did, it is possible that the ACCC is the only center in the United States which is university-supported , serves community adults exclusively, and charges no fee for service.

The majority of these other sites served only students (98%) while about 58% served both students and adults. Of this 58%, almost half charge a fee to community adults for service, while around 98% were free to students. The vast majority of the sites used computer-assisted career guidance programs, paper and pencil assessments such as the CAI, MBTI, SII, etc., and provided workshops on job preparation, resume writing, and interviewing skills.

Only 60% of the sites surveyed kept demographic records of any kind, and approximately 50% had no formal procedure for measuring the effectiveness of their services.

We concluded that the university-based career counseling centers were providing valuable services. However, more sites need to obtain clear demographic records as well as use some type of formal evaluation procedure. The need to know WHO you are serving and HOW WELL you are serving them are primary concerns of any human service delivery system. Colleges are at a pivotal position to serve community adults under the provisions of the Re-employment Act of 1994. Our article examines how and why community colleges and universities are uniquely positioned to join national career development initiatives.

C. Ongoing Research (1994-95)

1. LOCUS OF CONTROL, CAREER DECISION MAKING SELF-EFFICACY, AND PERCEPTION OF EXTERNAL BARRIERS OF ADULT WOMEN

by: Katherine Hoffman

This research will be an inter-correlational matrix examining all conceivable relationships between a woman's locus of control, career decision making self-efficacy, and her perception of external barriers impeding her career.

Within the framework of Bandura's notion of self-efficacy, Hacket and Betz (1981) specified that career self-efficacy was an impetus as to whether a particular career would be pursued or not. Furthermore, they postulated that the dearth of females in the non-traditional career sphere could be attributed to a low self-efficacy due to the socialization of the woman. High scores in career self-efficacy of women measured with such tools as the Career Decision Making Self-efficacy scale have been linked to positive behavior such as career decisiveness and exploratory behavior of the environment (Taylor & Pompa, 1990).

In recent years there has been a debate as to whether self-efficacy is a single construct or whether it is eclipsing other factors, like locus of control and perception of barriers. It may be that these variables could be imbued into what researchers have assessed as self-efficacy. Although self-efficacy is vogue in terms of career development research, few studies have looked at self-efficacy through a metaphysical lens. Self-efficacy is useful but not sufficient in terms of the prediction of career choice and behavior (Lent & Hackett,1987). Luzzo (1993) found that multiple studies which disregarded locus of control when measuring self-efficacy yielded inconsistent findings. Furthermore Blustein (1991) adds that self-efficacy research has yet to take environmental factors into consideration.

Locus of control is a person's expectancy that rewards and punishments in general come from within or are from the environment (Peterson, Seigiman, and Meier, 1993). Self-efficacy is a person's confidence that a particular behavior can be performed. Having confidence that one can perform a specific task does not entail that the task will be executed without considering the consequences (rewards and punishments) . A criticism of career development research is that it is lacking in terms of applicability and following-up on subjects. Before this can be done a *complete* understanding of the variables responsible for change is needed.

A negative correlation (-.30) has been found between the strength of Career Decision Making Self-Efficacy scores and having an external locus of control in college students. People with an external locus of control perceive the environment as more of the controlling agent and therefore are more affected negatively by environmental impediments.

In some studies locus of control has shifted from internal to external in older women when compared to older men. "The shift of locus of control is maybe a function of career obstacles and inequalities at work" (Bishop & Solomon, 1989. p. 109). These are what are colloquially known as barriers.

Even though the concept of career barriers has been discussed in career development, like in Gotterfredson's theory which states that barriers are the gap between a woman's ability and her achievement, very few attempts to operationalize it as a variable have been made.

Swanson and Tokar pioneered the Career Barriers Inventory in 1991 which extracted 18 independent barriers scales. The authors stress the need for validity and reliability of the newly developed scale.

I am hoping to provide some external convergent validity by attempting to find a positive relationship between women with an external locus of control and the extent to which they perceive external barriers hindering their career goals.

Looking closely at Bandura's axes or 'sources' of the self-efficacy construct, some manifestations of Swanson & Tokar's barrier scales can be drawn out: a.) Vicarious learning (lack of role models) b.) Emotional arousal (sexual discrimination, children interfering) c.) Verbal persuasion(lack of encouragement, disapproval by others) and d.) Performance accomplishments (sex- typing, sex-role conflicts) . By superimposing the CBI scales onto the axes of the self-efficacy construct, I hope to provide the CBI with some divergent external validity by correlating it to the CDMSE scale.

Lastly, because only a slightly negative (-.30) correlation based on a very homogeneous convenient sample of university students between having an external locus of control and Career Decision Making Self-Efficacy scores has been found, I propose to conduct the same study using a different population. By avoiding university subjects and using female clients who are 'primed' to career decision making, the apathy factor could be reduced.

Using Rotter's External locus of control scale, The CDMSE, and the Career Barriers Inventory scales, I will examine the following hypotheses.

A. There is a positive correlational relationship between the strength of a woman's external locus of control and the degree to which she perceives external barriers as hindering her career goals.

B. There is a negative correlational relationship between a woman's CDMSE score and the degree to which she perceives external barriers as hindering her career goals.

C. There is a negative correlational relationship between the strength of a woman's external locus of control and CDMSE scores.

This research will contribute to the recent exploration of women's career development which is a relatively new and enigmatic area of focus. Having clients who are primed to career decision making will provide a much more relevant population than convenient samples in the past which could have skewed results. Demarcating self-efficacy further and considering other variables such as locus of control could provide a more complete understanding of the factors which lead to the execution of behaviors. This could enlighten future researchers thus making more pragmatic and accurate studies possible. Lastly, this research will contribute to the

continuing evolution of the CBI . Once the CBI has the necessary validity and reliability it could bring a new dimension into career development.

2. **THE EFFECT OF SAME SEX HIGH SCHOOLS ON WOMEN'S CAREER DEVELOPMENT**

by: Jennifer Quayhackx

I plan on studying the effects a single sex education has on a woman's career choice and career goals. I intend to survey a random sample of graduates and graduating seniors from a local all girls high school regarding their career choices and future career goals and then compare them to a sample of girls who have attended a co-ed high school. Through my research, I hope to find some significant differences in my hypotheses which are that those women attending an all girls school are more likely to choose non-traditional occupations and have more concrete future career goals.

D. Recently Published Research (1993)

Howard Splete and Jeff Davis published *Somewhere Out There; Career Counselors Help Career Changers Find That Perfect Job* in Vol. 68 of the Vocational Education Journal . The article described services at the ACCC as well as several vignettes of successful client cases.

XII. PLANS FOR IMPROVING SERVICES OF THE ADULT CAREER COUNSELING CENTER

Based on suggestions from the ACCC counselors, clients, and advisory board members, we plan to

1. Broaden in-service efforts for incoming coordinators, practicum center counselors, and community agency staff.

2. Expand services offered. In addition to computer-based information coordinators will provide aid in resume writing, interviewing techniques, and reviewing employability and transferable skills.

3. Continue scheduling fewer clients so that more individualized counseling can be provided. Adequate time is then provided for intake interviews, computer work, information interpretation, and development of the client's next steps.

4. Continue coordination and referral procedures with Oakland University offices, such as Academic Services, Practicum Counseling Center, Placement Services, Continuum Center, and the Graham Center, as well as with community agencies, such as the Pontiac Adult Career Counseling Center and local JTPA offices.

5. Add software resources, such as Harris Occupation Selectory, Resume Writer, and possibly Open Options.

6. Update and reorganize all ACCC resources available. In particular, we will add material on older workers and women in transition.

7. Revise coordinators and receptionists' handbooks to include additional activities and resources.

8. Continue to involve an expanded ACCC Advisory Committee in ACCC planning and research.

9. Co-sponsor professional conferences or seminars for the campus and community regarding careers and the world of work.

10. Continue the research focus on adults in career transition, with emphasis on women, and strive for the publication and presentation of results at conferences.

APPENDIX A

REPORT OF
THE PONTIAC ADULT CAREER COUNSELING CENTER

REPORT OF THE
PONTIAC ADULT CAREER COUNSELING CENTER

This report is was written by Michele Terbrueggen, an M.A. candidate in Oakland University's counseling program. She worked as a graduate assistant at the center during the 1993-94 academic year.

The Pontiac Adult Career Counseling Center (PACCC) is a unique example of a university and community college combining their resources for the good of the community. PACCC provides multifaceted career guidance services to community area adults. Personal career counseling is offered at the center and focuses on helping clients gain awareness of career information and opportunities, resume preparation, goal setting, decision making, interviewing skills, and referral information. The PACCC also provides career development support services to clients of community organizations, in either an individual or group format. The center's services are provided at no cost to clients, and are facilitated by two Oakland Community College licensed counselors and one graduate assistant from Oakland University's counseling program. Counselors utilize two computer guidance programs: DISCOVER for Colleges and Adults and the Michigan Occupational Information System (MOIS). The PACCC is also developing programs for area organizations that work on a contract and fee basis.

Now in its fourth year of operation, the PACCC continues to strive to meet the challenges and needs of the community. The following overview will outline the highlights of the PACCC's activities over the past year.

The PACCC provided career exploration and planning opportunities to over 279 community adults. Approximately 47% of those clients were individual appointments served on-site, where as approximately 53% were served off-site by presentations or job fairs. Additionally, there were several representatives from various community organizations and businesses that made on-site visits to the PACCC, including Oakland Community College-Auburn Hills counselors, Oakland University graduate assistants, Pontiac Area Urban League, the Women's Survival Center, and persons attending the PACCC's annual open house.

This past year, presentations were provided to members of the following organizations: Comcast Cable Vision-Tag Talk, G.M's SPO Dayton Plains Skill Center, Project Baseline, Waterford Adult Education Consortium, and the Pontiac Adult Development for Gainful Employment (EDGE).

Through the PACCC's outreach efforts with local Adult Education Programs, the PACCC participated in the EDGE's employability classes by providing supplemental interviewing material to its students. The PACCC staff has visited the EDGE program several times, and has delivered interviewing workshops for all five of the EDGE classes. The PACCC also participated in the Job Fair hosted by EDGE.

Creative and innovative strategies are necessary for the PACCC to reach its clients. The PACCC advisory board, consisting of local community agencies and private businesses, helps the center prepare for the future. During two meetings this year, the PACCC and its advisory board developed ideas and directions for the future.

An apparent need of community agencies is for more and better assessment procedures. To accommodate that need, the PACCC is and will continue to focus on strengthening its assessment capabilities. Research on appropriate instruments for our clientele is a priority, as well as additional training for the PACCC staff. We have also decided to make the following improvements: expand services through collaboration with area agencies and eventually become a one stop 'shopping center' through various testing assessments.

APPENDIX B

AUXILIARY GRANT SUPPORTED SERVICES

A. ACADEMIC SERVICES AND GENERAL STUDIES
CAREER RESOURCE CENTER

SIGI PLUS and DISCOVER for Colleges and Adults, the computer-assisted career guidance systems, have been in operation in the Academic Services and General Studies Career Resource Center (CRC) since March 1983. The development of the center has been enhanced since that time by the purchase of additional resources and furniture as well the assistance of student personnel. Consistent usage of the Career Resource Center and positive response from students indicate the services are fulfilling students' needs.

The CRC and the computer-aided guidance systems are comprehensively advertised through regular publications, referral sources, classes, and numerous outreach presentations. The career counseling and information resources (Pillars) brochure, the university catalogue, the schedule of classes, and a career planning brochure sent to new freshmen from the Provost's office are all regular publications that carry a segment highlighting the services available in the CRC. Further, letters to special populations such as undecided students, re-admitted students, and probationary students are sent out fall and winter semesters. These letters list a variety of support services available campus- wide including the CRC.

Outreach presentations have been made to groups of high school seniors, students in residence halls, freshman seminars, student life scholars, as well as new students at orientation.

Presentations are made to certain classes each semester as to the development and usage of the center. These classes may have assignments that require in-depth usage and evaluation of the center's resources including the computer-aided systems. The courses that consistently utilized the center services are listed below:

RHT 160	Composition II for Undecided Students
HRD 264	Educational and Career Exploration
HRD 364	Career Development
CNS 640	Career Development Theory and Practice

As anticipated, usage of SIGI PLUS and DISCOVER for Colleges and Adults has remained constant over the years. This past academic year has experienced an increase in the use of both systems. Comparisons can be seen below of the number of users.

	1991 - 1992	1992 - 1993	1993 - 1994
SIGI PLUS	344	305	385
DISCOVER	350	291	365
MOIS	33	30	N/A

A week by week evaluation reflects the ebb and flow of the academic calendar. Semester breaks, finals, and the beginnings and ends of semesters alter the number of students who use the system with peak usage in the months of October, November,

March. During the Spring and Summer sessions usage drops by half as these sessions are not full semesters and most Oakland students do not attend.

During the 1993-1994 academic year, coverage of the CRC was provided by undergraduate students completing fieldwork in the Human Resource Development program. These assistants certainly contributed to the operation by providing peer assistance that can be reassuring to the student using the system for the first time.

In general, user response has been overwhelmingly positive. Students maintain that the systems are fun and easy to use, provide useful and abundant information, provide options, and give suggestions on where to go for further information. Appointments are generally available within a week, with peak periods causing some 8-14 day delays.

B. CONTINUUM CENTER AND THE ACCC

The Continuum Center is greatly appreciative of the services provided by the Adult Career Counseling Center. We refer some of our individual career counseling clients to the Center to use the Michigan Occupational Information System, SIGI PLUS and DISCOVER for Colleges and Adults. Participants in our group "Career Building" program are also referred to the Center and some of them take advantage of that opportunity.

The Continuum Center is a multi-faceted adult counseling and training center. Our current activities include providing career assessment, career development, and job search counseling to adults who come to our center and to adults within the context of their work site. For the past six years we have provided such services to the union-represented employees of AT&T through the Alliance, a joint union/management program. We have also provided similar services to employees of the Ford Motor Company, General Motors and other businesses.

Continuum Center personnel are also partners in the National Career Development Training Institute which provides training to career development practitioners.

Our plans for the future include continuing to provide these services, both at Oakland and at the sites of businesses, industries and other organizations. We plan to continue to refer clients to the Adult Career Counseling Center and appreciate similar appropriate referrals from the Center.